



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 APR 30 PM 2:05
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GRANTS ADMINISTRATION

Grant period from

July 1, 2019 – August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **School of Science & Technology Disc** CDN **015831** Vendor ID **010758906** ESC **20** DUNS **144076457**
Address **5300 Wurzbach Rd.** City **San Antonio** ZIP **78238** Phone **210-957-1955**
Primary Contact **Fevzi Simsek** Email **fsimsek@ssttx.org** Phone **210-957-1955**
Secondary Contact **Denise Hutchinson-Bell** Email **dbell@ssttx.org** Phone **210-957-1955**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Mehmet Nalcaci**

Title **Superintendent of Schools**

Email **mnalcaci@ssttx.org**

Phone **210-957-1955 ext. 103**

Signature

Date

04/30/19

Grant Writer Name **Denise Hutchinson-Bell**

Signature

Date

4/30/19

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

RFA # **701-19-109** SAS # **440-20**

2019-2020 Charter School Program High-Quality Replication Grant

701-19-109-024

04/30/19

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Maximize academic achievement of every child especially focusing on challenging math and science curriculum and other STEM areas on project-based learning (PBL)	The school will replicate/implement standards-focused project-based learning (PBL). Highlighting the STEM areas, the SST model emphasizes a cross-disciplinary, multi-secondary approach. This approach leads to higher levels of student engagement as a result of students having the opportunity to determine the focus of their intellectual exploration based on their own unique interest.
Academic achievement for ESL and Special Education students with a focus on assessment and interventions with differentiation	Implementation of the core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. School's comprehensive approach to assessment will give teachers the information they need to understand the specifics skills and abilities of each student, set accelerated goals, differentiate instruction, and provide timely corrective.
Recruit, develop, and retain a talented workforce	To minimize the challenges new campus will enhance salary scale with a compensation system that rewards all staff for performance. The school will design multiple career pathways for high performing teachers. Ongoing PD will be provided for administrators and teachers to ensure they have regular support and guidance from instructional leadership at SST Central Office.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

75% of all students assessed will achieve Satisfactory performance in Reading/ELA on 2020 STAAR
 75% of all students assessed will achieve Satisfactory performance in Math on 2020 STAAR
 60% of ELL / Sp. Ed. students assessed will achieve Satisfactory performance in Reading/ELA on 2020 STAAR
 60% of ELL / Sp. Ed. students assessed will achieve Satisfactory performance in Math on 2020 STAAR
 SST-Hill Country will provide 30 hours of PD for teachers

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Fall Measures of Academic Progress® (MAP®) will be administered two times a year to assess academic goals and student growth.
 65% or more students will pass STAAR practice 1 (Fall)
 Students identified will be enrolled in campus intervention programs
 ESL/Sp. Ed. 50% or more students will pass STAAR practice 1 (Fall)
 Students identified will be enrolled in campus intervention programs
 Student progress reports are mailed/hand delivered to parents
 Instructional staff will start receiving 30 hours or more of targeted PD in their content area

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Winter Measures of Academic Progress® (MAP® will be administered two times a year to assess academic goals and student growth.
 70% or more students will pass STAAR practice 2 (Winter)
 Students identified will be enrolled in campus intervention programs
 ESL/Sp. Ed. 55% or more students will pass STAAR practice 2 (Winter)
 Students identified will be enrolled in campus intervention programs
 Student progress reports are mailed/hand delivered to parents
 Instructional staff will continue receiving 30 hours or more of targeted PD in their content area

Third-Quarter Benchmark

Administered Spring parent-teacher conference
 Student progress reports are mailed/hand delivered to parents
 Instructional staff will continue receiving 30 hours or more of targeted PD in their content area

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Project Director will be responsible to monitor the attainment of goals and objectives of the CSP-HQR program. Implementation committee (Project Director, Federal Programs Director, Instructional Director and Principal) will be established.

- 1) Review of criterion-referenced student achievement data (MOY/EOY); benchmark tests and review of criterion-referenced student achievement data of ESL and special education students (TELPAS & MAP): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours or more PD related to data interpretation and application annually.
- 2) Review of criterion-referenced advanced performance data (MOY/EOY; benchmark tests): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours or more PD related to data interpretation and application annually.
- 3) Review of quality teacher and administrator professional development (PD): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours or more PD related to data interpretation and application annually.
- 4) Review of criterion-referenced student achievement data of ESL and special education students (TELPAS & MAP): Parental involvement meeting and parent evaluations will be tracked. Interviews with parents, teacher/staff and students will be conducted.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☐ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☐ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☐ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The Board of Directors is responsible for governing the charter school, ensuring the school is executing on its mission in all aspects. The primary purpose of the Board is to provide oversight while delegating day-to-day management of the school to the Superintendent. The Board will set compensation for hire, oversee, and evaluate the Superintendent. The Superintendent reports to the Board.

The Superintendent will hire and evaluate all members of the school's staff and will be accountable to the Board for the school's organizational and academic success. The Board will ensure that School of Science and Technology-Hill Country successfully executes on its mission to prepare all students for admission to, success in, and graduation from college. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with all applicable local, state, and federal laws.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The new campus (SST- Hill Country) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. SST-Hill Country will set the following student performance standards as goals other than currently operated campuses.

1. By July 2020, 75% of all students assessed in STAAR will achieve satisfactory performance on the Reading/ELA.
2. By July 2020, 75% of all students assessed in STAAR will achieve satisfactory performance on the Mathematics.
3. By July 2020, 60% of all special education and ESL students assessed in STAAR will achieve satisfactory perform. on the Reading/ELA.
4. By July 2020, 60% of all special education and ESL students assessed in STAAR will achieve satisfactory perform. on the Mathematics.

As a Subchapter D, open-enrollment charter school. School of Science and Technology-Houston uses TEA's Charter School Performance Framework (Academic, Financial, and Operational components), and as a high-quality charter school, agrees to maintain the components as noted in ESSA (A, B, C and D).

The SST Board of Trustees updates school policies on an annual basis in accordance with state law.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. The principal will make day-to-day decisions regarding instruction. The charter district policy regarding the school calendar, administrative requirements, and student school calendar were specifically assigned to the principal and approved by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus. Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment. The principal served a key contributor to providing input throughout the process. The budget has been reviewed and approved by the campus principal as meeting the current and future needs of the newly created High-Quality Replicated Charter campus. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget. The Advisory Committee established under the charter will serve in an advisory capacity to the Principal. The Superintendent will serve, at all times, as the Principal's employer and supervisor. The SST-Hill Country Principal will work closely with the Advisory Committee, industry members, and higher education partners on school design.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

SST-Hill Country will have a Parent website that provides information on academic achievement and has various resources that enhances child learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations. Perspective families will receive a preview and workshop of the new High-Quality Replicated charter school once it is complete. Parents will have the opportunity to hear the principal which perspective students will receive a tour of the classrooms and also meet and greet some of the hired teachers and staff. As part of the workshop, parents will be encouraged to discuss the new school and what they want for their children's education. SST-Hill Country will assimilate this critical feedback into the school's format and resources. Parental Outreach-An indispensable element for SST-Hill Country success will be parental involvement. SST created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for the course including online access for curriculum materials as well as other online resources that enhance learning beyond school hours to access those amazing online resources for free of charge. The school will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. SST-Hill Country will employ a home visit program which encourages teachers make home visits to discuss student progress with the parents. In addition, the school will communicate school news and available programs to parents via e-newsletters/print.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

In developing a budget for this grant program, the campus principal and the school's design team, consisting of industry, SST Central Office Leadership Team and the Board were tasked with reviewing the charter components and developing a budget on how grant funds would best be used. Five category needs were identified and used to determine budget parameters; lab supplies/computers, 3 months' salary for school leaders/extra duty pay, recruitment materials, project evaluator and professional development/training. Speaking with industry professionals, classroom teachers and professional consultants derived information for the budget. District quotes were used to inform decision-making concerning technology and curriculum software costs, which serve as a large component of the requests for this STEM driven school. Since the curriculum will be driven by industry-led projects, the designed team felt that allocating money to curriculum and project-based learning materials would serve the school's needs as industry forms projects. Professional development funds, according to the group, should be used for project-based learning training, blended learning, and personalized learning. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

SST Central Office leadership team will integrate, share resources from other existing programs and assist the SST-Hill Country HQR campus to implement the grant objectives after the HQR grant funds expire. Our Development team is currently reaching out to philanthropic community in San Antonio area to cultivate relationships.

The project will be sustained through a coordinated effort between designated grant administrators, Central Office leadership, professional staff, and school level personnel. However, it will be the ongoing guidance, support, training, supervision and dissemination of resources by SST Leadership that will ensure that the school is fully operational and that the grant activities are implemented with fidelity. By integrating resources and support from the grant with those already existing within the SST system it is possible to maximize the effectiveness of grant funds.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Parental Outreach-An indispensable element for SST-Hill Country success will be parental involvement. We believe that when parents, communities, and the school work together, children succeed and that when families take part in their children's education, children do better at school. For this reason, SST created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for the course including online access for curriculum materials as well as other online resources that enhance learning beyond school hours.

Parents of SST-Hill Country will have access to those amazing online resources for free of charge. The school will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. SST-Hill Country will employ a home visit program which encourages teachers make home visits to discuss student progress with the parents. In addition, the school will communicate school news and available programs to parents via e-newsletters. Providing all services listed above the grant funds will be used for the initial start-up needs of SST-Hill Country.

These needs however will not include extracurricular activities for students, competitions, interventionist salaries, teacher salaries, financial assistance for teachers to get advanced degrees, and the compensation system that rewards staff for performance.

Statutory Requirements

7. Describe the eligible applicant’s plan for meeting the transportation needs of the students at the proposed charter school campus.

SST-Hill Country will only provide transportation if stated in the services outlined in a special education student’s IEP through a contract service to third parties. SST-Hill Country will only provide transportation for all educational field trips including college trips. The school will contract service to third parties.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

School of Science and Technology-Hill Country will not apply for any request for waivers of any Federal statutory or regular provisions.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable.

Statutory Requirements

TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):
10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized	50	50	50	25	25	25	25	25	0	0	0	0	0	0	275
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>															
Total Staff	20	Total Parents		352	Total Families		220	Total Campuses		1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized	50	75	75	75	50	50	50	50	25	0	0	0	0	0	500
Total Staff	35	Total Parents		800	Total Families		400	Total Campuses		1					

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized	10	10	10	5	5	5	5	5							55
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	20	Total Parents		95	Total Families		44	Total Campuses		1					

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Irving MS	015907049
2.	San Antonio ISD	Longfellow MS	015907050
3.	San Antonio ISD	Rodriguez	015907140
4.	San Antonio ISD	Sara S. King Elementary	015907144
5.	San Antonio ISD	Ogden Elementary	015907157
6.	San Antonio ISD	Storm Elementary	015907169
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒
 The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐
 Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

X

 PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

60,500

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

339,500

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

400,000

PAYROLL COSTS (6100)	BUDGET
Principal first three months	16,200
Asst. Principal first three months	20,300
Employee Benefits first three months	6,000
Support Staff extra duty pay	10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Teacher, Administrator and Board Training	3,000
Advertisement for student & teacher recruitment (brochure design, print, mailing , radio/TV add)	50,000
Project Evaluator	5,000

SUPPLIES AND MATERIALS (6300)	
Computers and Technology Supplies: Technology S	94,000
Classroom and Office Furniture: Classroom	50,000
Science Lab Supplies, Fuse Lab and Curriculum software	142,500

OTHER OPERATING COSTS (6400)	
Other operating costs that do not require specific approval	6,000

CAPITAL OUTLAY (6600)	

TOTAL BUDGET REQUEST 400,000